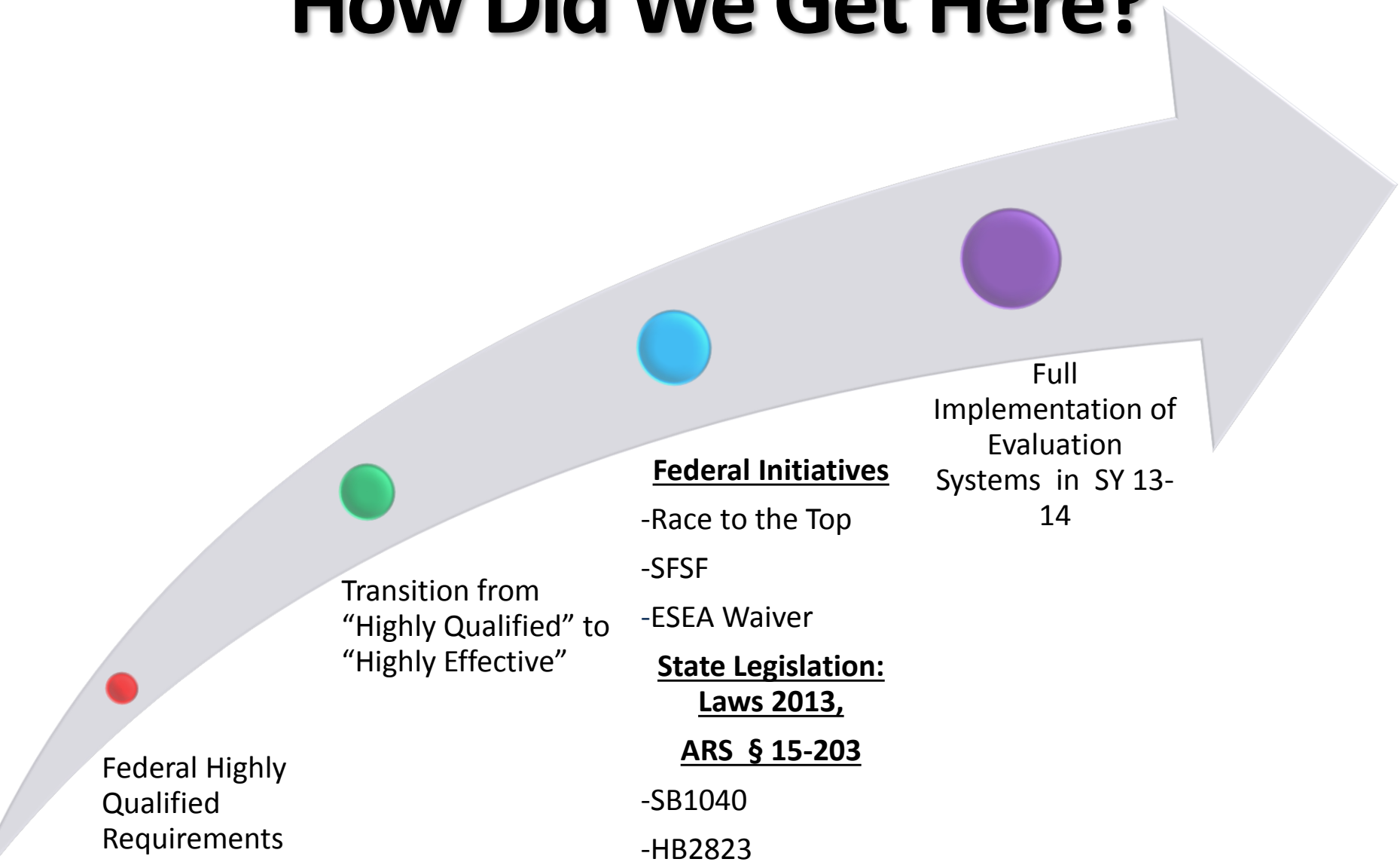
ADE Road Show

Todd Petersen, Deputy Associate Superintendent, Highly Effective Teachers and Leaders
Eric Brooks, Director
Susan Poole, Education Program Specialist
Virginia Stodola, Education Program Specialist
Steve Larson, Education Program Specialist
Yating Tang, Director of Program Evaluation, Research and Evaluation
Carrie Giovannone, Deputy Associate Superintendent, Research and Evaluation

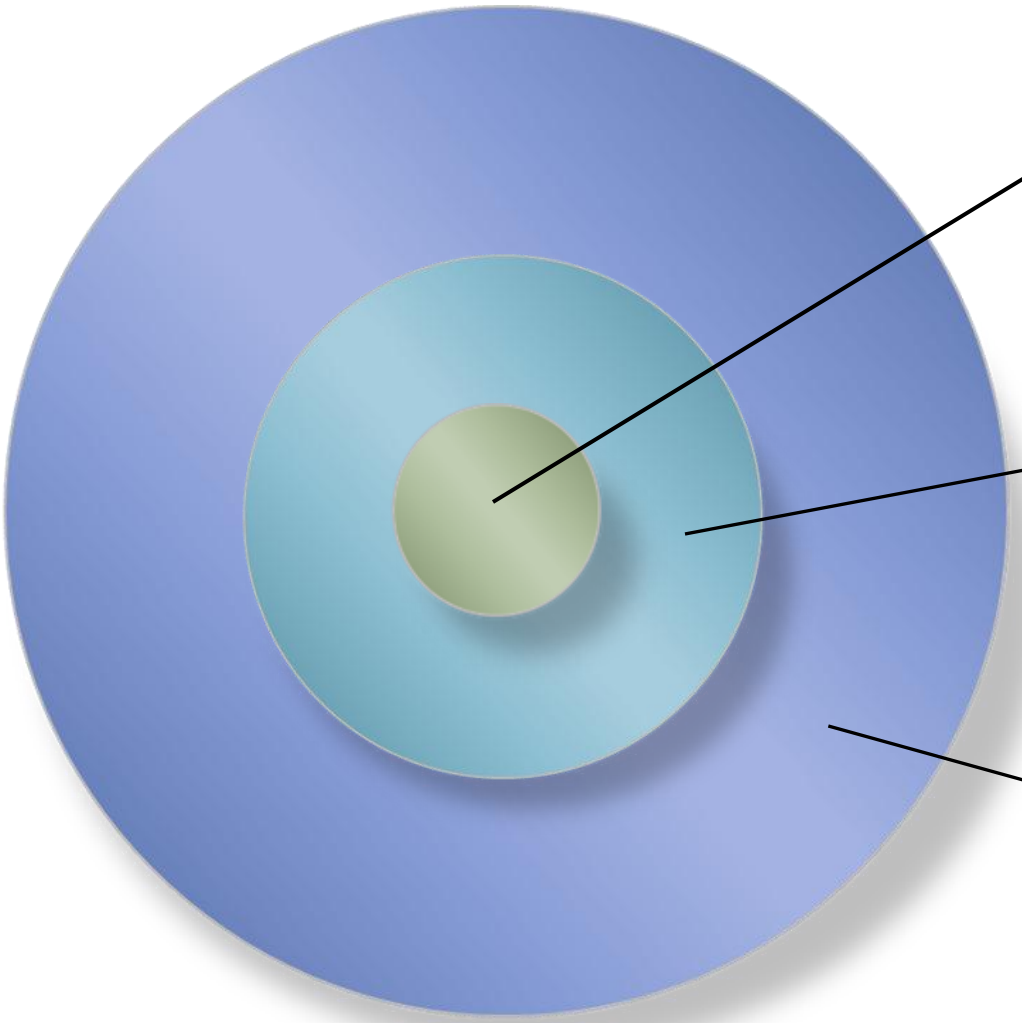
What were the instructional, assessment, and evaluation trends in the decade you started your educational career?

What is similar and what is different?

How Did We Get Here?



Putting It All Together



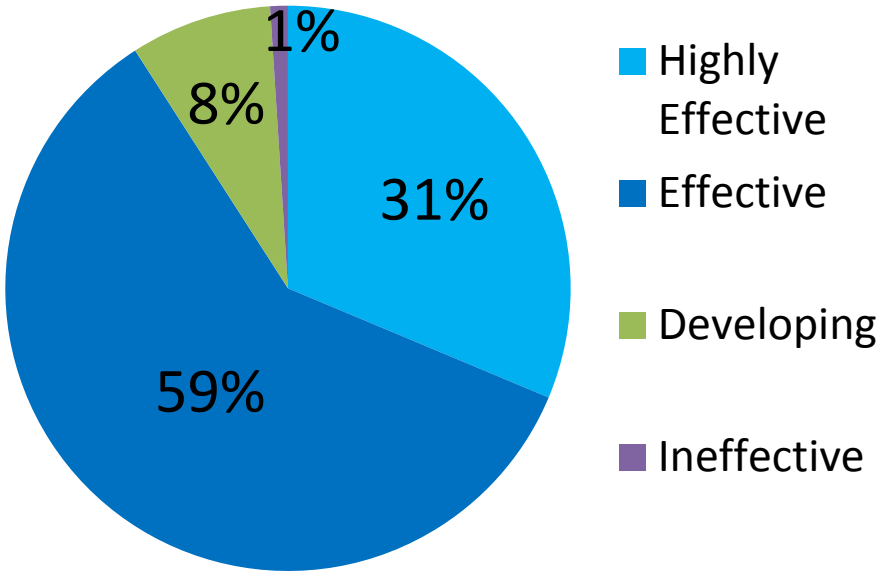
LEAs/AZ Instrument

AZ Framework

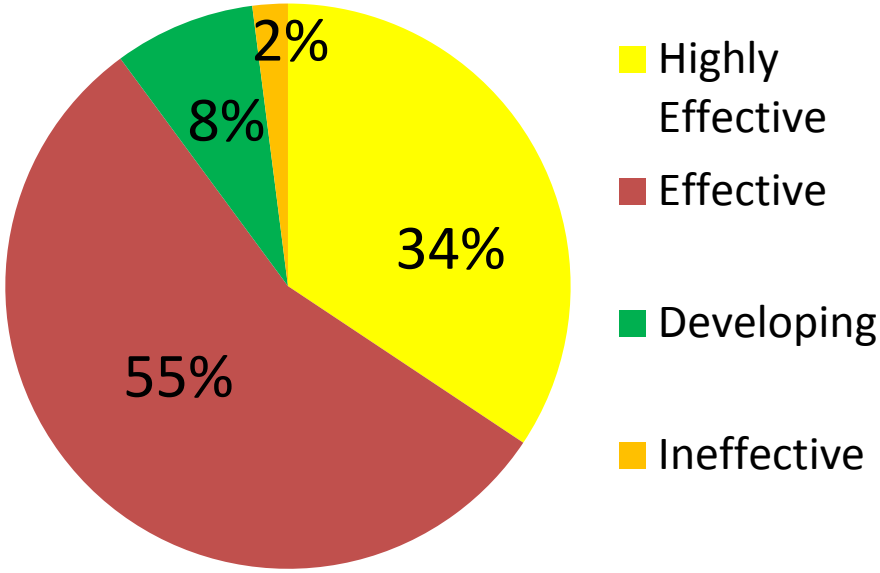
SB1040, HB2823, HB2500, ESEA Waiver

Arizona
Educator Performance Classifications
2012-2013

Teacher



Principal



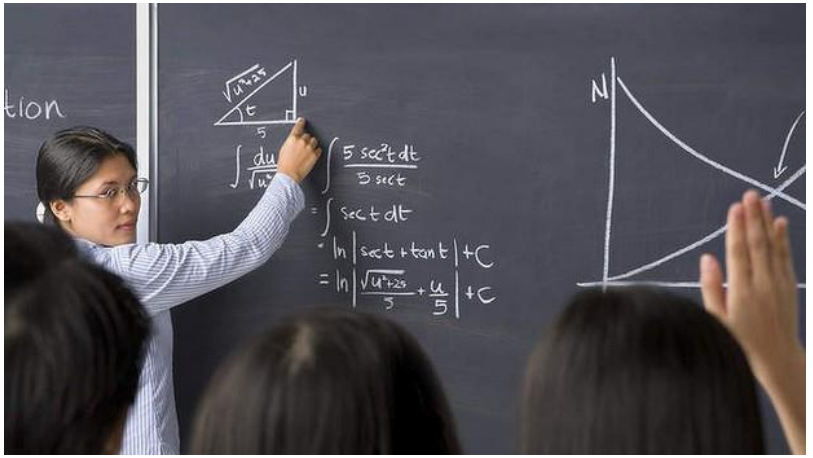
Arizona Framework For Measuring Educator Effectiveness – April 2011

Goal:

… to enhance performance so that students receive a higher quality education.

Arizona Framework For Measuring Educator Effectiveness – April 2011

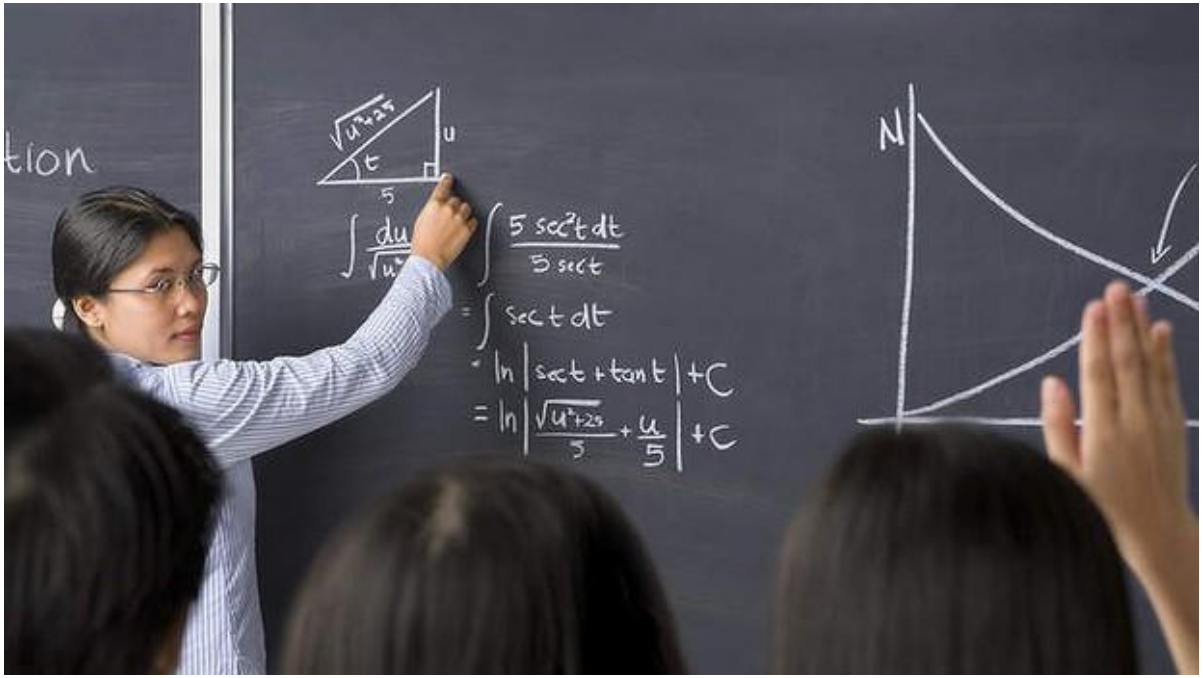
Group A Teachers:



Group B Teachers:

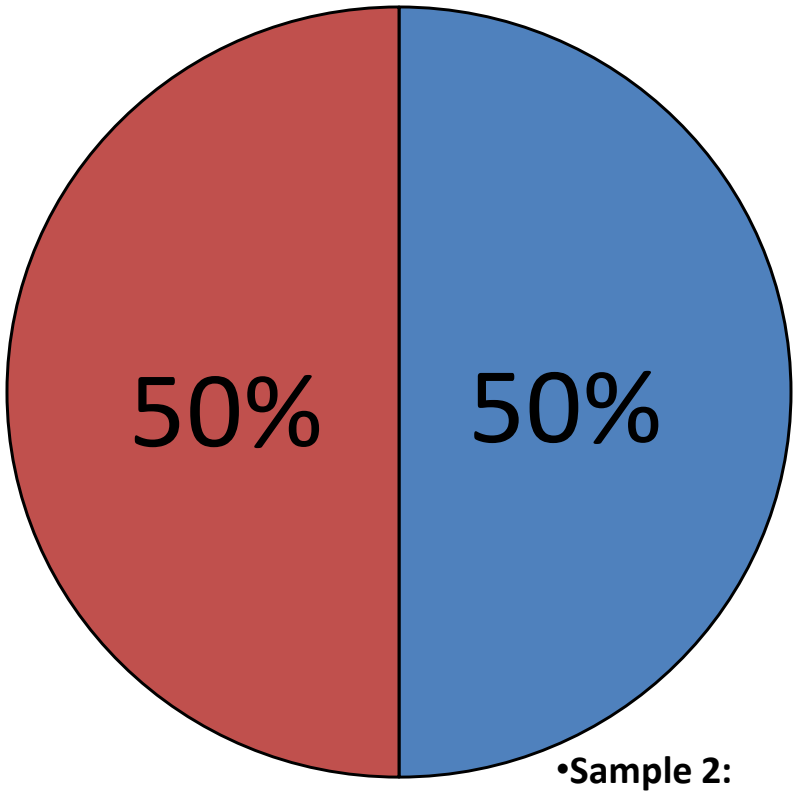
Arizona Framework For Measuring Educator Effectiveness – April 2011

Group A Teachers:



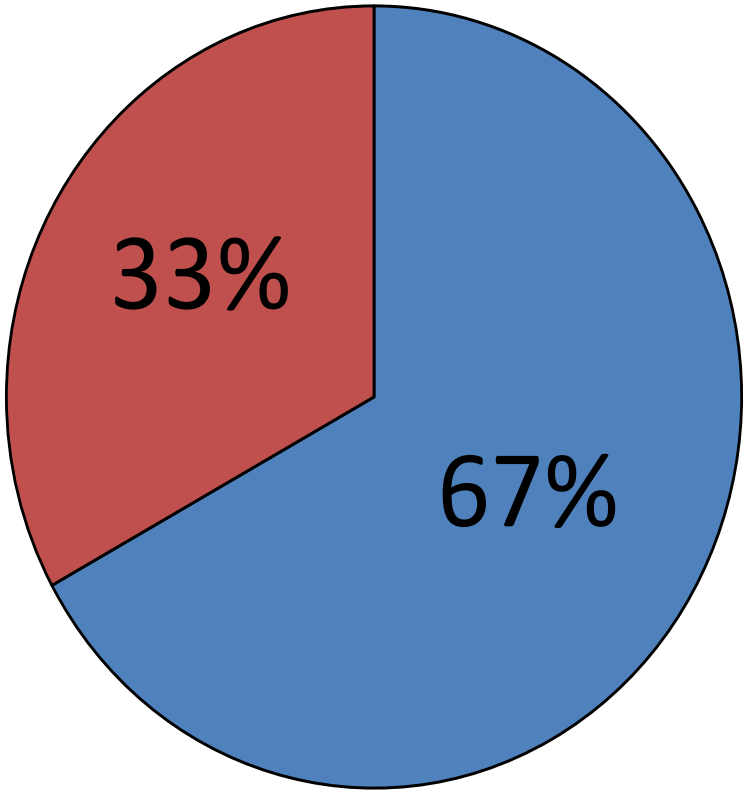
Elementary Teachers Grades 2-6
Special Education Teachers
Math & English Grades 9-10
Science Teachers Grades 4, 8, & 10
Reading and Math Interventionists

SAMPLE WEIGHTING GROUP “A”



- **Sample 2:**
  - **50% Classroom-level data**
  - **50% Teaching Performance**

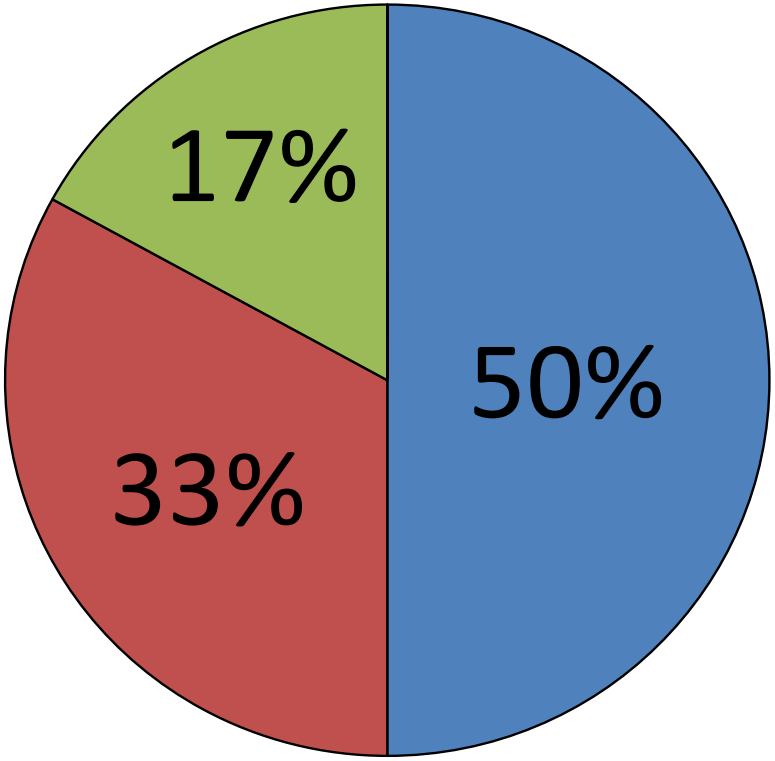
SAMPLE WEIGHTING GROUP “A”



Sample 3:

- **33% Classroom-level data**
- **67% Teaching Performance**

SAMPLE WEIGHTING GROUP “A”



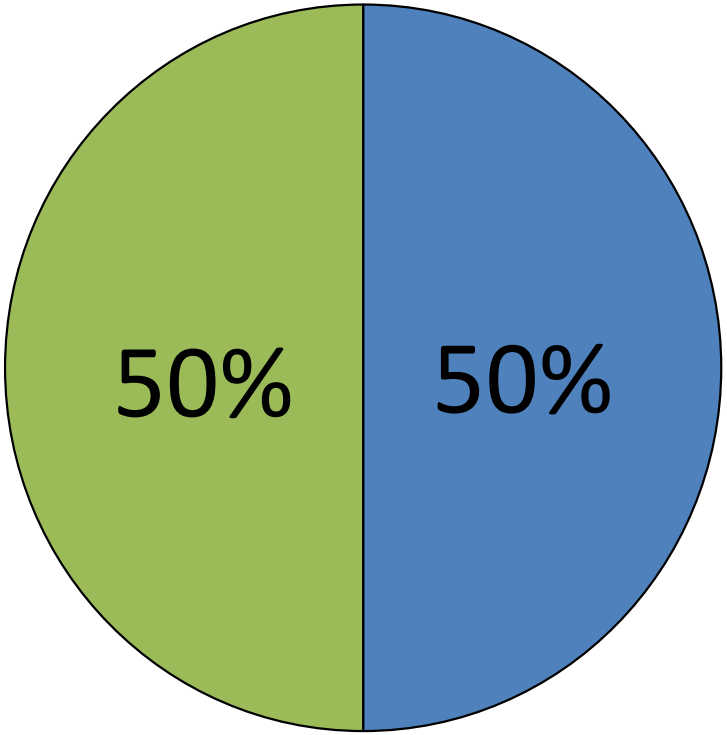
- **Sample 1:**
  - **33% Classroom-level data:**
  - **17% School-level data**
  - **50% Teaching Performance**

Arizona Framework For Measuring Educator Effectiveness – April 2011

Group B Teachers:

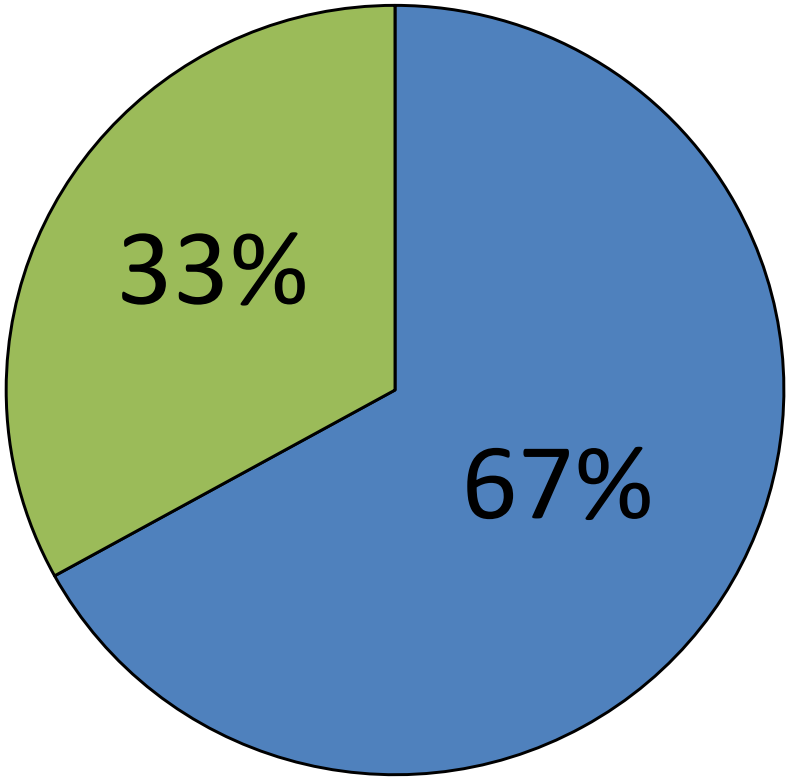
- CTE
- Performing Arts
- Computers
- P.E.
- Gr. K-1 Elementary
- Gr. 7-10 Social Studies
- Gr. 7 & 9 Science
- Gr. 11-12 All Subjects

SAMPLE WEIGHTING GROUP “B”



- **Sample 2:**
  - **50% School-level data**
  - **50% Teaching Performance**

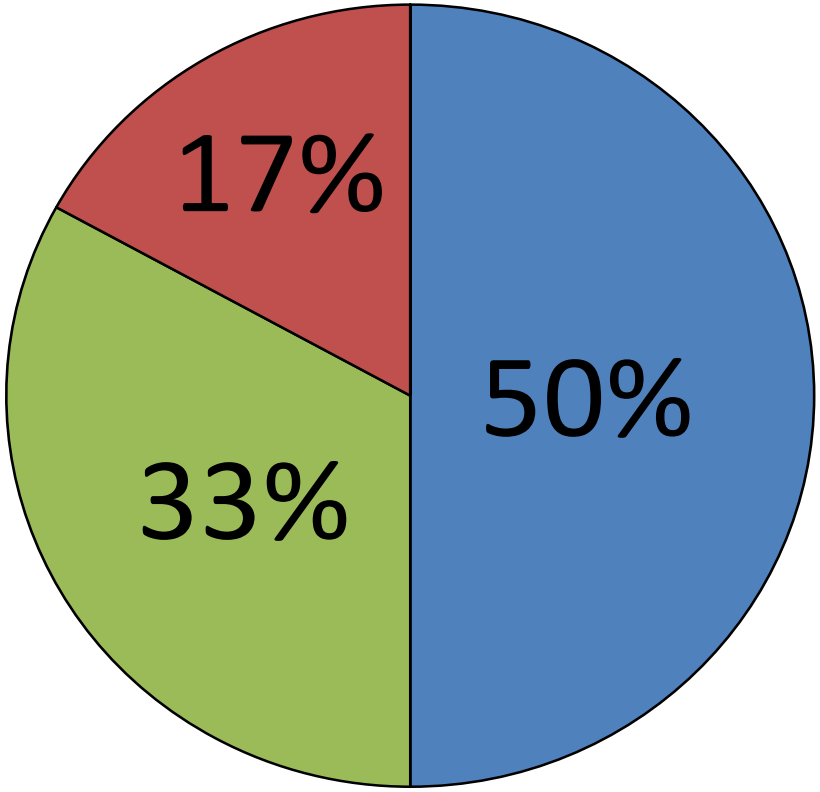
SAMPLE WEIGHTING GROUP “B”



Sample 3:

- **33% School-level data**
- **67% Teaching Performance**

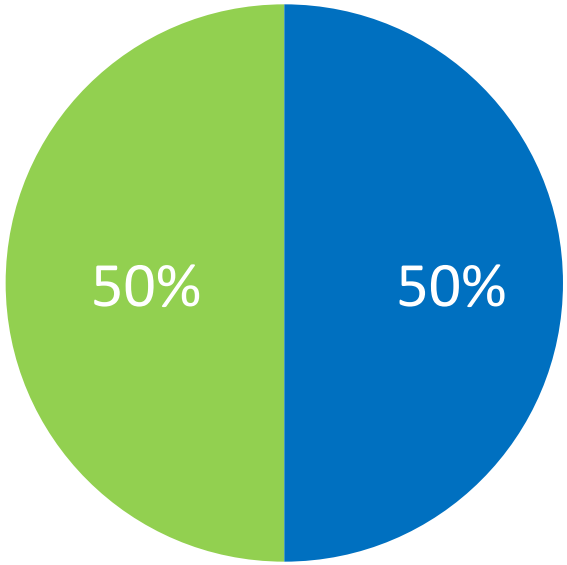
SAMPLE WEIGHTING GROUP “B”



- **Sample 1:**
  - **17% Classroom-level data**
  - **33% School-level data**
  - **50% Teaching Performance**

Change to the Framework based on ESEA Waiver

SY 2011-2013

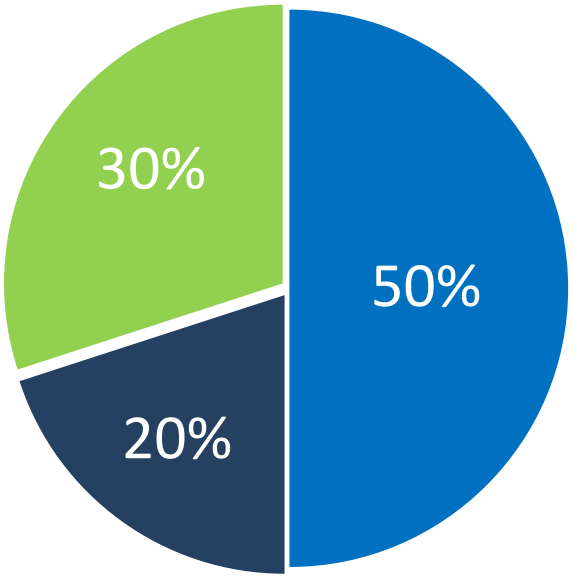


Classroom-level Data

Teaching Performance

Growth

SY 2014-2015



ADE Participating LEAs

MARICOPA
Unified School District
Dream. Learn. Become.

Stanfield
School District

WILLIAMS
Unified School District

ADE Partner LEAs

Buckeye Union High School District
Serving the Southwest Valley Since 1921

Stronge

FLAGSTAFF
UNIFIED SCHOOL DISTRICT

Local Development

WINDOW ROCK UNIFIED SCHOOL DISTRICT NO. 8

Marzano

LITTLETON ELEMENTARY SCHOOL DISTRICT
Leaders in Learning,
Caring and Growing

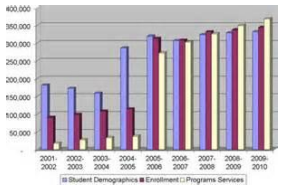
ASU (NIET) TAP Model

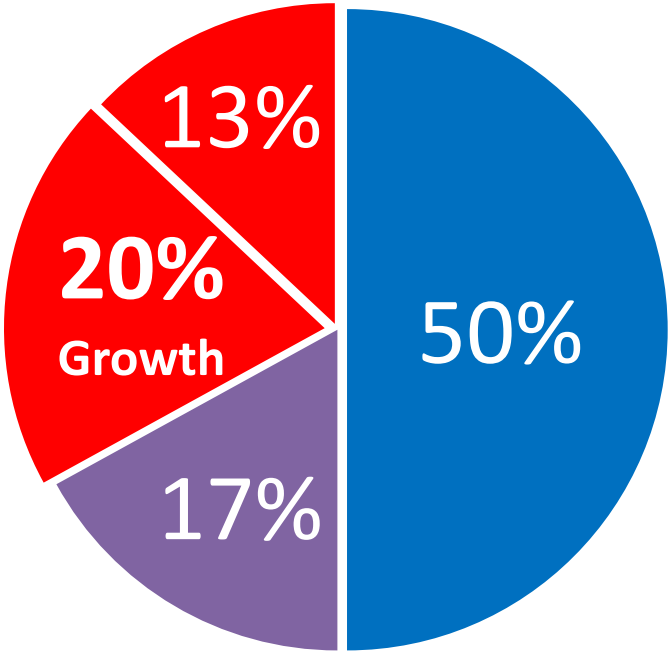
PEORIA
UNIFIED SCHOOL DISTRICT NO. 11

Danielson

Teacher Evaluation Model
120 PTS

Student Academic Progress Data 33%





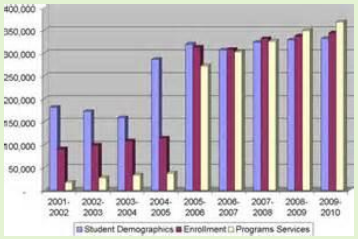
teachscape

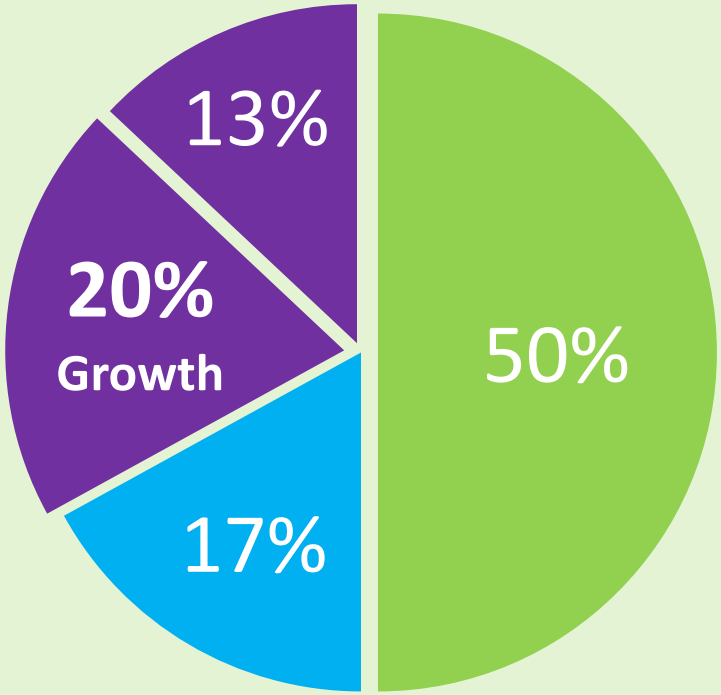
Teaching Performance

Surveys/Peer Review/Self-Reflection

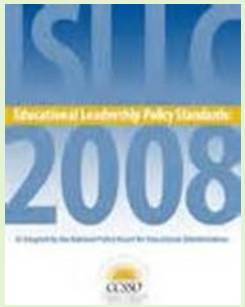
Principal Evaluation Model
120 PTS

School Level Data 33%





Instructional Leadership Component (ISLLC Standards)



Surveys-SAI, Parent/Student

ADE's Comprehensive Educator Evaluation Model

Attribution

BREAK

Purpose

Teacher Evaluation Process Timeline

Principal Evaluation Process

Educator Evaluation Reflection Matrix

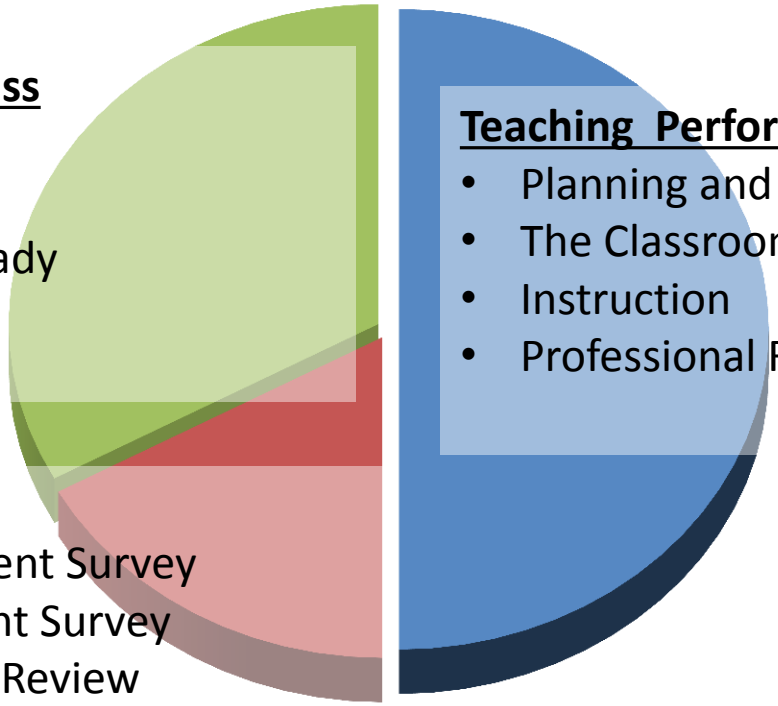
EDUCATOR EVALUATION COMPONENTS	Your LEA	State Model	Ah Ha's
Teaching Performance What is your LEA's Current Teacher Performance Model:_____ **Principal Instructional Leadership Standards**			
Student Academic Progress Data What percentage does your LEA use for Student Academic Progress? _____% What percentage of that is based on growth? _____%			
Survey Data Check the survey data your LEA's Teacher Evaluation Model uses: Student____ Parent____ Peer Review___ Self-Assessment___			

Pieces of the Puzzle

Holistic View of Teacher Effectiveness and Use of Multiple Measures:

ADE Teacher Evaluation Model

Student Academic Progress
- Achievement
- Growth
- College and Career Ready



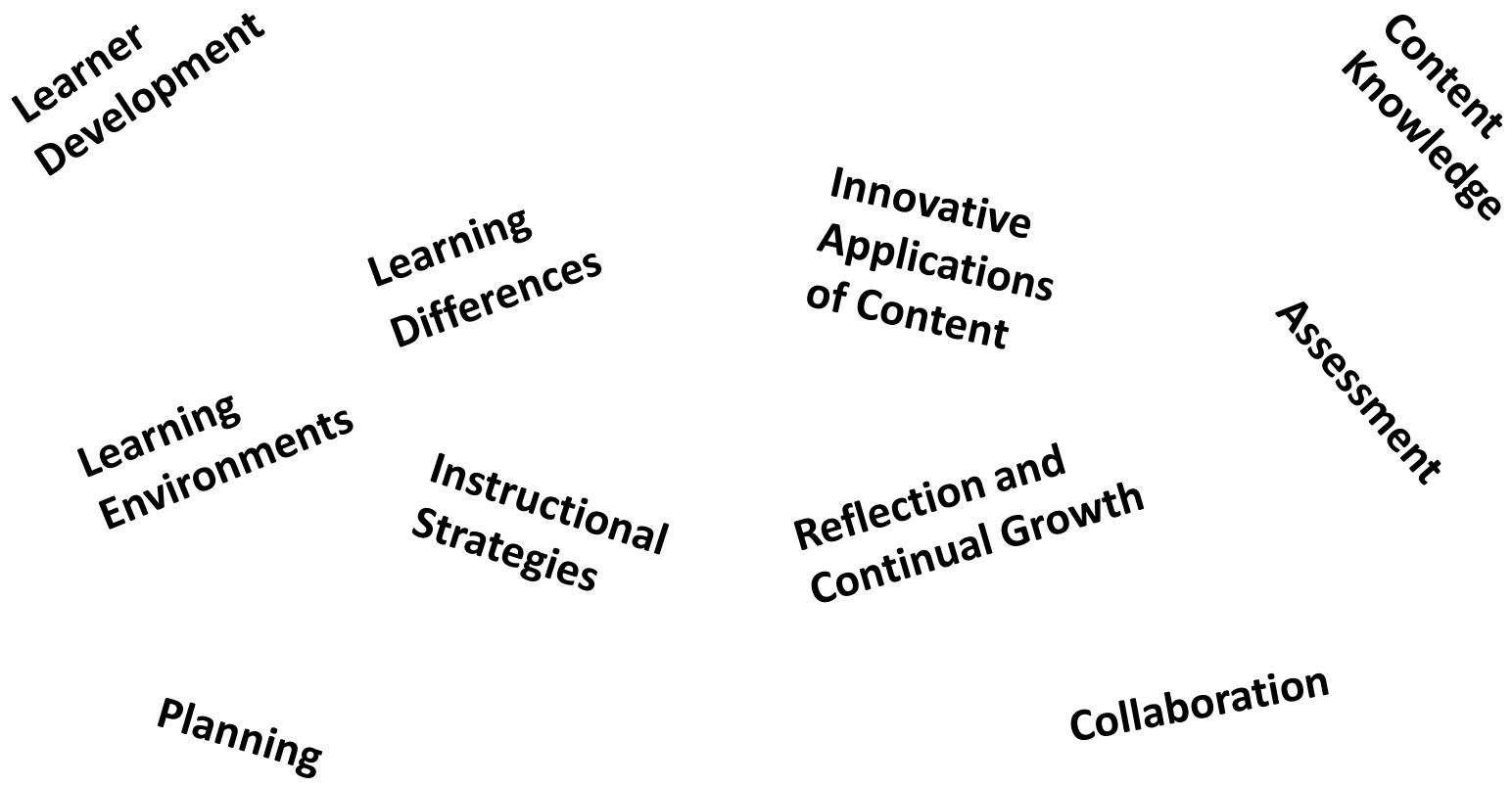
Teaching Performance:
- Planning and Preparation
- The Classroom Environment
- Instruction
- Professional Responsibilities

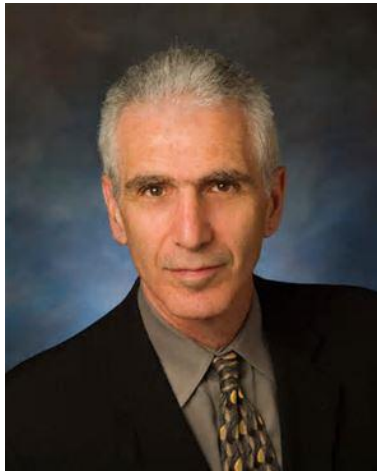
Surveys
- Student Survey
- Parent Survey
- Peer Review
- Self-Reflection

Teaching Performance Component

State Board Adopted

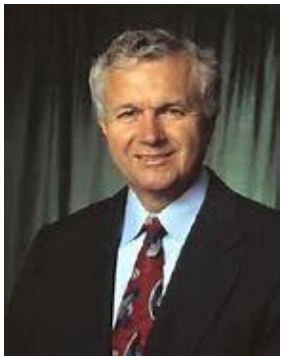
Professional Teaching Standards (based on InTASC Standards)





At your tables:

Discuss the effectiveness of your LEA's Teaching Performance Component in contributing to improved teaching performance and increased student performance?



tap™ The System for Teacher and Student Advancement

Danielson Framework

Four Domains

22 Components

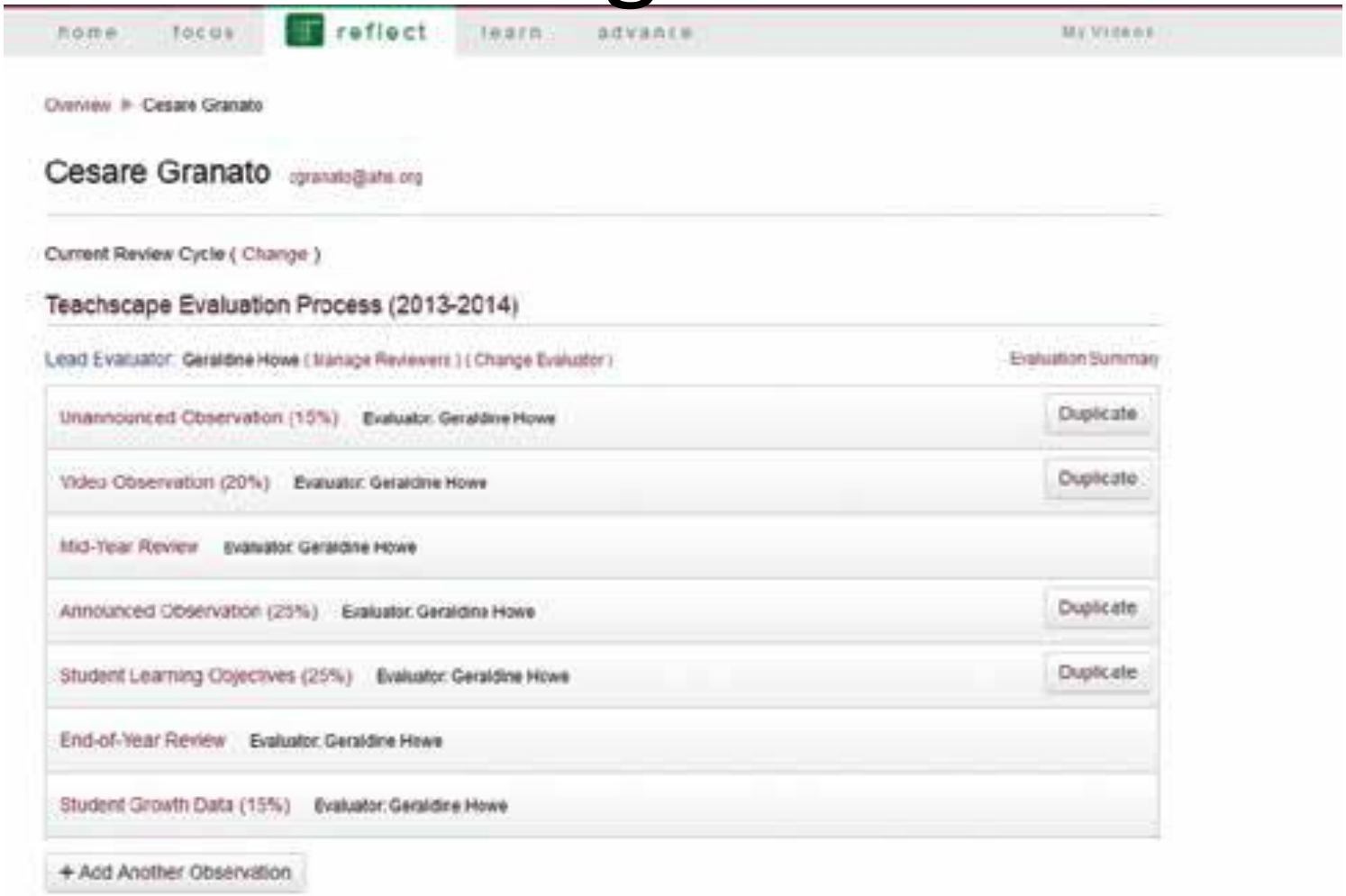
Critical Attributes

Examples of Classroom Practice

The Danielson Group
PO Box 7553 • Princeton, NJ 08543
USA
(609) 921-2366 (phone)
(609) 497-3952 (fax)

Ms. Stone

Teachscape Observation Management



Teachscape Training (FOCUS)

Type Your Evidence Here:

Add

Characters : 3000

Select Component(s) Associated with this Evidence

Students take turns to ask questions

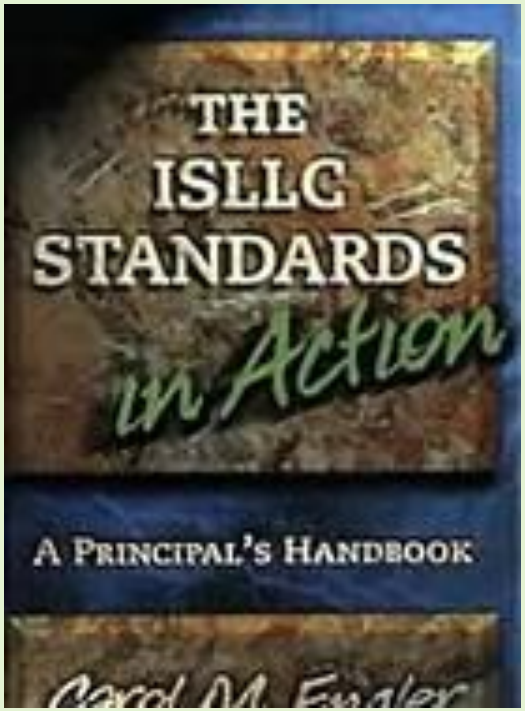
Edit | Delete | Selected Component (s): 1

- [x] 2a: Creating an Environment of Respect and Rapport
- [ ] 2b: Establishing a Culture for Learning
- [ ] 2c: Managing Classroom Procedures
- [ ] 2d: Managing Student Behavior

Teachscape Observations and Walk-throughs (REFLECT)

Teachscape Professional Learning (LEARN)

Principal
Leadership Component



Educator Evaluation Reflection Matrix

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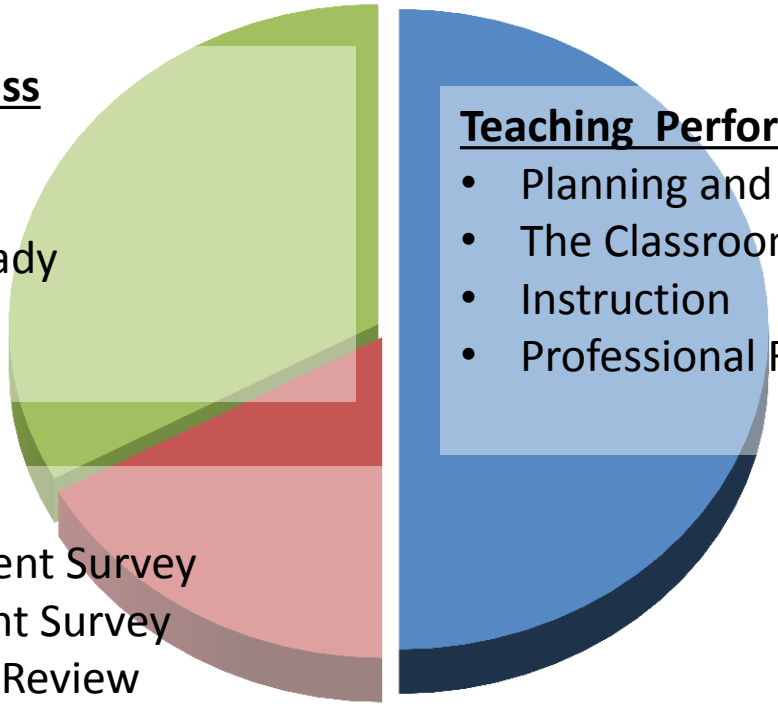

Teaching Performance:
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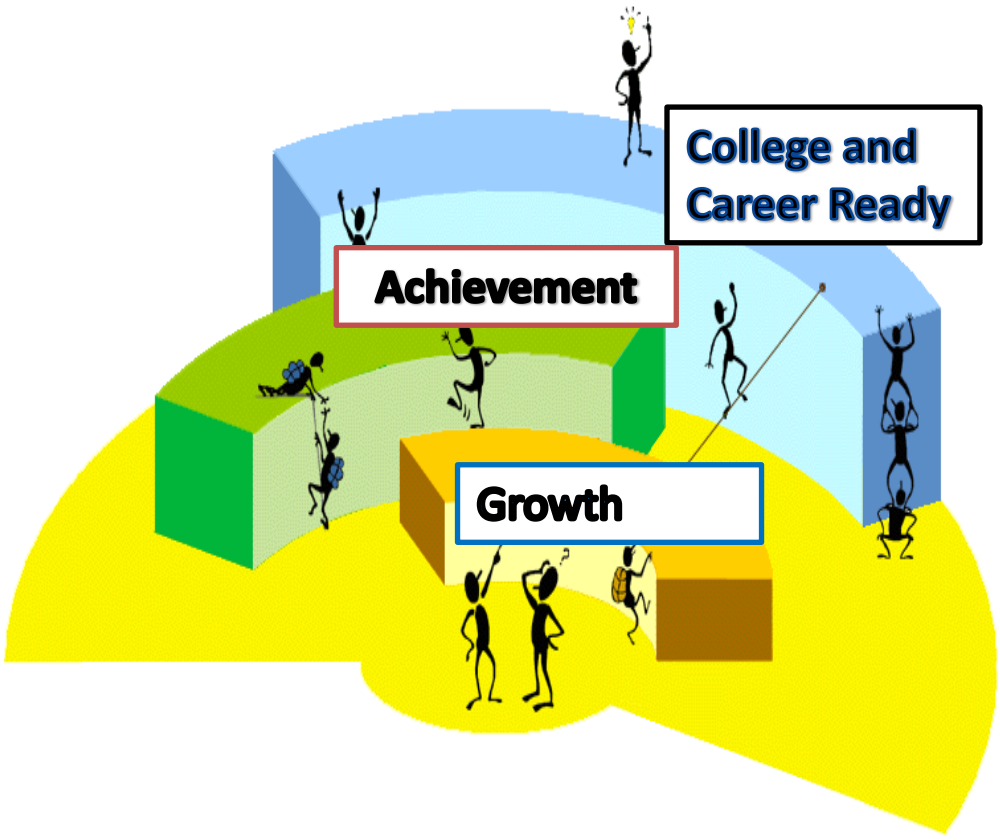
- Self-Reflection

Student Academic Progress Data



STATE ASSESSMENT PRIOR YEAR DATA

Student Efficacy: Attendance and Graduation Rates- Lag Data

Student Learning Objectives

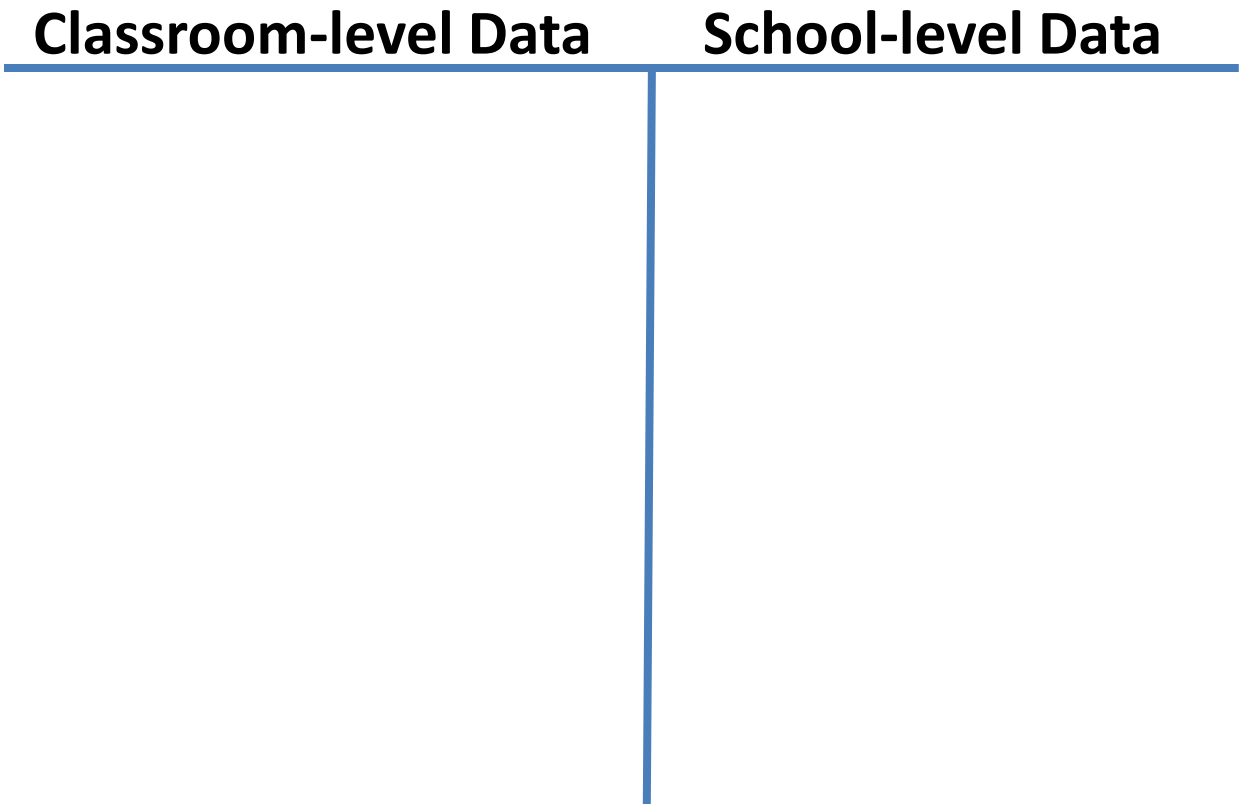
SLOs

Current Year Data for Achievement and Growth

Implementation Year 2: Grade 3 Teachers					
Student Academic Progress Data	**Category**	**Point Value**	**Classroom Level Data**	**Point Value**	**Point Allocation**
40 Points (33% of total)	Achievement	8	Percent Passing AIMS Reading	2	2 points: ≥90% 1 point: 50-89 0 points: <50
			Percent Passing AIMS Mathematics	2	2 points: ≥80% 1 point: 40-79 0 points: <40
			Classroom SLO(s)	4	4 points: ≥90% of the students who met the SLO 3 points: 80-89 2 points: 60-79 1 point: <60
	Growth	24	Targeted SLO(s)	12	12 points: Surpassed the expectation 9 points: Met the expectation 6 points: Did not fully meet the expectation 3 points: Did not meet the expectation
			Mean SGP (Reading & Mathematics)	12	12 points: ≥59 9 points: 48-58 6 points: 37-47 3 points: 26-36 0 points: <26
	Career & College Ready	8	Reduction in FFB AIMS Reading	2	2 points: Reduced Grade 3 Reading FFB by ≥ 2% 1 point: Reduced Grade 3 Reading FFB by ≥ 1% 0 points: Reduced Grade 3 Reading FFB by < 1%
			AIMS CCR Equivalent Score-Reading	3	3 points: ≥42% of students met AIMS CCR Equivalent Score-Reading 2 points: 27-41 1 point: 12-26 0 points: <12
			AIMS CCR Equivalent Score-Mathematics	3	3 points: ≥30% of students met AIMS CCR Equivalent Score-Mathematics 2 points: 18-29 1 point: 6-17 0 points: <6

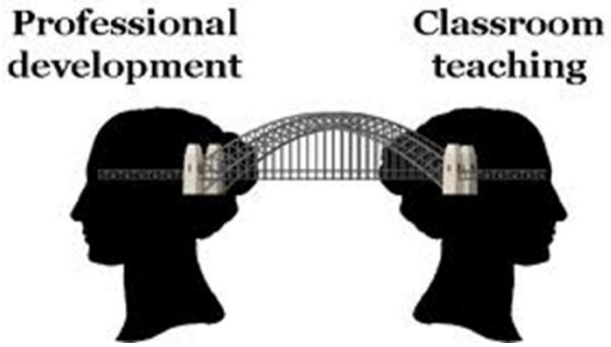
Implementation Year 2: Grades 3-8, and 10 Group B Teachers				
Student Academic Progress Data	**Category**	**Point Value**	**Classroom Level Data**	**Point Value**
40 Points (33% of total)	**Achievement**	**12**	**Classroom SLO(s)**	**12**
	Growth	**24**	**Targeted SLO(s)**	**24**
	College and Career Ready	**4**	AIMS CCR Equivalent Score-Reading	**2**
			AIMS CCR Equivalent Score-Mathematics	**2**

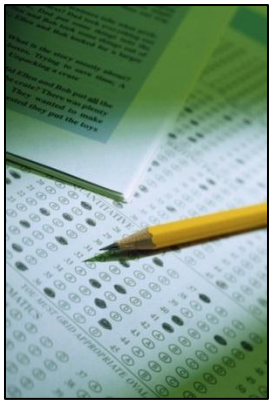
What are the benefits and challenges of using classroom-level data and school-level data in teachers evaluations?



So why use Student Learning Objectives (SLOs)?

SLOs are one way to assess teacher impact on student performance that involves the teacher in the process of goal setting, monitoring, and assessing of student progress within the expertise of their own content area.





What is a Student Learning Objective (SLO)?

What They Are

- Classroom level measures of student growth and/or achievement
- Over the entire course
- Standards based content
- Specific & Measurable

What They Are Not

- Individual lesson objectives
- Units of study
- Teaching to the test

Student Learning Objective Process- ADE Model

Classroom and Targeted SLOs

CLASSROOM SLO

Captures ALL Students in the class

TARGETED SLO

Captures a subgroup of lowest performing students

Secondary World History Classroom SLO

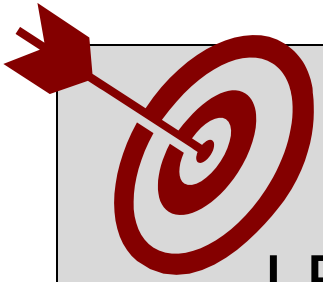
All students will demonstrate mastery of geographical, cultural, political, economic, architectural, and historical concepts from the 1800's to Modern Day with at least 75% accuracy on the World History Exam by the end of the year.

Student Learning Objectives

Targeted SLO

A measure of student growth between two points in time for a particular set of students in the ***Lowest Level of Preparedness*** in order to master the standards in the content area and to close the achievement gap.

Music
Targeted SLO



5 out of the 5 students who scored a **1** in the beginning range on the LEA-developed music performance assessment rubric measuring intonation, reading music, and fingering skills will move **from a 1 to a 2** on the end of year performance assessment.

Principal Evaluation
Student Academic Progress

Implementation Year 2: Principal with goals – Grades 6-8 Only and K-8 Only					
Percent of School-Level Data	Category	Point Value	School/Classroom Level Data[1]	Point Value	Point Determination
40 Points (33% of total)	Achievement	8	Achievement Goal(s)	4	Current Year Data
			Percent Passing AIMS & AIMS A*	2	Prior Year Data
			ELL Reclassification*	2	Prior Year Data
	Growth	24	Growth Goal(s)	8	Current Year Data
			Median Student Growth Percentile*	4	Prior Year Data
			ELL Performance Level (AZELLA)	4	Prior Year Data
			Student Growth Target-Reading	4	Prior Year Data
			Student Growth Target-Mathematics	4	Prior Year Data
	Career & College Ready	8	Percent of Grade 8 students who earn Exceeds on AIMS Mathematics	2	Prior Year Data
			AIMS CCR Equivalent Score-Reading	3	Prior Year Data
			AIMS CCR Equivalent Score-Mathematics	3	Prior Year Data

Educator Evaluation Reflection Matrix

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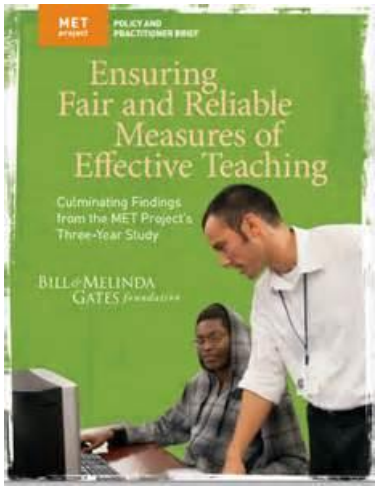
Survey Data Check the survey data your LEA's Teacher Evaluation Model uses: Student____ Parent____ Peer Review___ Self-Assessment___			

Parent, Student, and Teacher Surveys

Surveys and Research



WestEd

Teacher Surveys

Student Surveys 12%

Parent Surveys 2%

Peer Reviews 2%

Self Review 1%

Take
the Survey

Principal Surveys

Student Surveys 4%

Parent Surveys 6%

Teacher Surveys (SAI) 6%

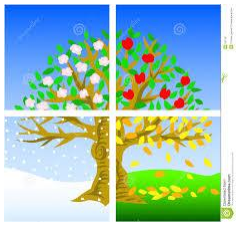
Self Review 1%

With a table partner, discuss this question:

What are/might be the benefits and challenges to using surveys in educator evaluations?

Refer to Graphic Organizer for notes.

When do we administer surveys?



When do we meet with teachers to discuss the results?

How do we use the results to improve teaching practice?

Educator Evaluation Reflection Matrix

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Data Collection

Excel Teacher Workbook

Teacher Performance	Based Evaluation
Name of Teacher:	
Educator ID:	
Grade Level:	

Student Academic Progress- 33% (40 points)		
Classroom Level Data	**Points**	**Possible Points**
Percent Passing AIMS Reading	1.00	2.00
Percent Passing AIMS Mathematics	2.00	2.00
Classroom SLO	3.00	4.00
Targeted SLO	9.00	12.00
Mean SGP- Reading & Mathematics	9.00	12.00
Reduction in FFB AIMS Reading	2.00	2.00
AIMS CCR Equivalent Score- Reading	2.00	3.00
AIMS CCR Equivalent Score- Mathematics	3.00	3.00
Total Points	31.00	40.00

Parent Survey	1.00	2.00
Self Review	1.00	1.00
Peer Review	2.00	2.00
Total Points	14.00	20.00
Bonus Points	2.00	2.00
Summative Score of three components	107.00	Effective
Signature of Principal:		

Summative Evaluation Form

Teacher Performance Based Evaluation	
Name of Teacher:	
Educator ID:	
Grade Level:	
LEA Entity ID:	
School Entity ID:	
Subject:	
Data Table ID:	2002
Date:	

Student Academic Progress - 33% (40 points)		
Classroom Level Data	**Points**	**Possible Points**
Percent Passing AIMS Reading	1.00	2.00
Percent Passing AIMS Mathematics	2.00	2.00
Classroom SLO	3.00	4.00
Targeted SLO	9.00	12.00
Mean SGP - Reading & Mathematics	9.00	12.00
Reduction in FFB AIMS Reading	2.00	2.00
AIMS CCR Equivalent Score - Reading	2.00	3.00
AIMS CCR Equivalent Score - Mathematics	3.00	3.00
Total Points	31.00	40.00

Observation - 50% (60 points)		
Teaching Domains	**Points**	**Possible Points**
1. Planning and Preparation	18.00	18.00
2. The Classroom Environment	15.00	15.00
3. Instruction	15.00	15.00
4. Professional Responsibilities	12.00	12.00
Total Points	60.00	60.00

Survey - 17% (20 points)		
Survey	**Points**	**Possible Points**
Student Survey	10.00	15.00
Parent Survey	1.00	2.00
Self Review	1.00	1.00
Peer Review	2.00	2.00
Total Points	14.00	20.00
Bonus Points	2.00	2.00
Summative Score of three components	107.00	Effective
Signature of Principal:		

Performance Classification Key:

Highly Effective:	108-120
Effective:	85-107
Developing:	60-84
Ineffective:	<60

ADE Educator Evaluation Lessons Learned

Communication/Messaging

Training

Technology Issues

Time Issues

So what's the catch?

Resources

Arizona Framework for Measuring Teacher Effectiveness
http://www.azed.gov/teacherprincipal-evaluation/files/2013/08/2014-15framework.pdf

ADE Teacher Evaluation Process- An Arizona Model for Measuring Educator Effectiveness
http://www.azed.gov/teacherprincipal-evaluation/files/2012/10/teacher-evaluation-v4.0-website-update-11_22_13-sl.pdf

ADE Principal Evaluation Process- An Arizona Model for Measuring Educator Effectiveness
http://www.azed.gov/teacherprincipal-evaluation/files/2013/11/2013-2014-principal-evaluation-document-11_22_13-sl.pdf

SLOs, The Student Learning Objective Handbook
http://www.azed.gov/teacherprincipal-evaluation/files/2013/12/slo-handbook-4.2.1.pdf

ADE Survey Models
Parent Survey - http://www.azed.gov/teacherprincipal-evaluation/files/2013/03/parent-survey.pdf
Student Survey - http://www.azed.gov/teacherprincipal-evaluation/files/2013/03/student-survey.pdf
Teacher Peer Review - http://www.azed.gov/teacherprincipal-evaluation/files/2013/03/teacher-peer-review.pdf

General Evaluation Resources- http://www.azed.gov/teacherprincipal-evaluation/evaluation-system/

HB 2823- http://www.azed.gov/teacherprincipal-evaluation/hb-2823/

http://www.azed.gov/teacherprincipal-evaluation/

Teacher / Principal ...

Arizona Department of Education

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AZ.GOV Arizona's Official Web Site

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TEACHER/PRINCIPAL EVALUATION

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Overview

Arizona Framework for Measuring Educator Effectiveness

On April 25, 2011, the State Board of Education (SBE) unanimously passed the proposed Arizona Framework for Measuring Educator Effectiveness. This action resulted from the passage of SB 1040 that directed the SBE to adopt and maintain a model framework for teacher and principal evaluation that includes quantitative data on student academic progress. ADE will continue to update this page in order to provide the most current information and resources to assist all Local Education Agencies (LEA) with the successful implementation of the framework in the 2012-2013 school year.

Important documents:

QUICK LINKS

- *Information about the Arizona Framework
- CONTRACTS for Observation & Survey Tools
- Evaluation Resources
- HB 2823
- HB 2823 Samples
- Overview
- State Models
- State Survey Models
- Student Learning Objectives
- Summit IV

100%

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Interest Cards

I am interested in receiving technical assistance for:

Teacher Evaluation System (All Components)_____
Teacher Performance Component_____
Student Academic Progress Component_____
Student Learning Outcomes -SLO's_____
Surveys_____

Principal Evaluation System_____

Coming Attractions

Prescott Road Show:

- North-Central Arizona (Yavapai County ESA)– July 14, 2014

Coming events:

- Detailed webinars on the individual components of the model
- Leading Change 2014 - Tucson June 17-19

Evaluation

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